

FORMING A FOUNDATION FOR READING Requires readers to develop and apply basic reading skills and strategies across genres to read and understand texts. This involves reading at the word, sentence and connected text levels.	
Grade 9	Grade 10
RD-H9-1.1 Interpret literal and non-literal meanings of words.	RD-H10-1.1 Interpret literal and non-literal meanings of words.
<i>RD-H9-1.2</i> <i>Make, confirm, and revise predictions.</i>	<i>RD-H10-1.2</i> <i>Make, confirm, and revise predictions.</i>
<i>RD-H9-1.3</i> <i>Formulate questions to guide questions.</i>	<i>RD-H10-1.3</i> <i>Formulate questions to guide questions.</i>
<i>RD-H9-1.4</i> <i>Draw conclusions and make generalizations based on evidence from literary, informational, practical/workplace, and persuasive.</i>	RD-H10-1.4 Draw conclusions and make generalizations based on evidence from literary, informational, practical/workplace, and persuasive.
RD-H9-1.5 Interpret concrete and abstract terms using context from the passage.	RD-H10-1.5 Interpret concrete and abstract terms using context from the passage.
RD-H9-1.6 Interpret the meaning of jargon or dialect used in a passage.	RD-H10-1.6 Interpret the meaning of jargon or dialect used in a passage.

DEVELOPING AN INITIAL UNDERSTANDING Requires readers to develop an initial impression or global understanding of what is read. This involves considering the text as a whole or in a broader perspective.	
Grade 9	Grade 10
RD-H9-2.1 Paraphrase information of a passage.	RD-H10-2.1 Paraphrase information of a passage.
<i>RD-H9-2.2</i> <i>Identify essential information needed to accomplish a task.</i>	<i>RD-H10-2.2</i> <i>Identify essential information needed to accomplish a task.</i>
RD-H9-2.3 Apply the information contained in a passage to accomplish a task/procedure or to answer questions about a passage.	RD-H10-2.3 Apply the information contained in a passage to accomplish a task/procedure or to answer questions about a passage.
<i>RD-H9-2.4</i> <i>Follow the sequence of information.</i>	<i>RD-H10-2.4</i> <i>Follow the sequence of information.</i>
RD-H9-2.5 Interpret the meaning of specialized vocabulary.	RD-H10-2.5 Interpret the meaning of specialized vocabulary.
RD-H9-2.6 Recognize the appropriateness of an argument for an intended audience.	RD-H10-2.6 Recognize the appropriateness of an argument for an intended audience.
RD-H9-2.7 Explain or analyze how the use of text features, format, and layout to enhance the reader's understanding of a passage..	RD-H10-2.7 Explain or analyze how the use of text features (e.g., illustrations, charts, lists, tables, graphs, tables of contents, indexes, glossaries, headings, captions), format, and layout enhance the reader's understanding of a passage.
RD-H9-2.8 Explain the main ideas of a passage and identify the key ideas or information that elaborates them.	RD-H10-2.8 Explain the main ideas of a passage and identify the key ideas or information that elaborates them.
RD-H9-2.9 Evaluate the effect of literary elements (e.g., characterization, setting, point of view, plot, poetic structure) within a passage.	RD-H10-2.9 Evaluate the effect of literary elements (e.g., characterization, setting, point of view, plot, poetic structure) within a passage.

INTERPRETING TEXT Requires readers to extend their initial impressions to develop a more complete understanding of what is read. This involves linking information across parts of a text as well as focusing on specific information.	
Grade 9	Grade 10
RD-H9-3.1 Explain how a conflict in a passage is resolved.	RD-H10-3.1 Explain how a conflict in a passage is resolved.
<i>RD-H9-3.2</i> <i>Identify an author's purpose in literary, informational, practical/workplace, and persuasive materials.</i>	RD-H10-3.2 Identify an author's purpose in literary, informational, practical/workplace, and persuasive materials.
RD-H9-3.3 Identify an author's position based on evidence in a passage.	RD-H10-3.3 Identify an author's position based on evidence in a passage.
<i>RD-H9-3.4</i> <i>Accept or reject an argument, giving supporting evidence from the passage.</i>	RD-H10-3.4 Accept or reject an argument, giving supporting evidence from the passage.
<i>RD-H9-3.5</i> <i>Analyze an argument and give supporting evidence from the passage.</i>	RD-H10-3.5 Analyze an argument and give supporting evidence from the passage.
RD-H9-3.6 Analyze the organizational patterns/format in a passage: cause and effect, comparison and contrast, sequence, generalizations and the effectiveness for fulfilling the purpose of the passage.	RD-H10-3.6 Analyze the organizational patterns/format in a passage: cause and effect, comparison and contrast, sequence, generalizations and the effectiveness for fulfilling the purpose of the passage.
RD-H9-3.7 Analyze the relationship between events/dilemmas in a story as revealed by a character's motivation and behavior.	RD-H10-3.7 Analyze the relationship between events/dilemmas in a story as revealed by a character's motivation and behavior.
RD-H9-3.8 Evaluate the use of supporting details as they relate to the author's message.	RD-H10-3.8 Analyze the use of supporting details as they relate to the author's message.
<i>RD-H9-3.9</i> <i>Analyze and evaluate the use of persuasive or propaganda techniques within a passage.</i>	RD-H10-3.9 Analyze and evaluate the use of persuasive or propaganda techniques within a passage.

REFLECTING AND RESPONDING TO TEXT Requires readers to connect knowledge from the text with their own background knowledge. The focus is on how the text relates to personal knowledge.	
Grade 9	Grade 10
<i>RD-H9-4.1</i> <i>Use evidence from a passage to formulate opinions in response to a question about a reading passage.</i>	<i>RD-H10-4.1</i> <i>Use evidence from a passage to formulate opinions in response to a question about a reading passage.</i>
<i>RD-H9-4.2</i> <i>Analyze the content and make connections as it applies to students' lives, real-world issues or other texts (e.g., novel, short story, song, film, website, etc.).</i>	<i>RD-H10-4.2</i> <i>Analyze the content and make connections as it applies to students' lives, real-world issues or other texts (e.g., novel, short story, song, film, website, etc.).</i>

DEMONSTRATING A CRITICAL STANCE Requires readers to stand apart from the text and consider it objectively. It involves a range of tasks, including critical evaluation, comparing and contrasting, and understanding the impact of such features as irony, humor and organization.	
Grade 9	Grade 10
RD-H9-5.1 Compare and contrast the characteristics of a variety of literary genres.	RD-H10-5.1 Analyze critically a variety of literary genres.
<i>RD-H9-5.2</i> <i>Analyze the effect of theme, conflict and resolution, symbolism, irony, analogies, and figurative language in a single literary work.</i>	RD-H10-5.2 Analyze the effect of theme, conflict and resolution, symbolism, irony, analogies, and figurative language in a single literary work.
<i>RD-H9-5.3</i> <i>Critique the author's word choice, style, content, and use of literary elements.</i>	RD-H10-5.3 Critique the author's word choice, style, content, and use of literary elements.
<i>RD-H9-5.4</i> <i>Explain the appropriateness of an argument for an intended audience.</i>	<i>RD-H10-5.4</i> <i>Explain the appropriateness of an argument for an intended audience.</i>
<i>RD-H9-5.5</i> <i>Use supporting evidence to evaluate the effectiveness of practical/workplace materials.</i>	<i>RD-H10-5.5</i> <i>Use supporting evidence to evaluate the effectiveness of practical/workplace materials.</i>
RD-H9-5.6 Compare and contrast differing points of view in one or more passages.	RD-H10-5.6 Compare and contrast differing points of view in one or more passages.
<i>RD-H9-5.7</i> <i>Analyze the ways in which similar themes and ideas are developed in more than one literary work.</i>	RD-H10-5.7 Analyze the ways in which similar themes and ideas are developed in more than one literary work.
<i>RD-H9-5.8</i> <i>Evaluate the effectiveness of organization and format in fulfilling the purpose of a passage.</i>	<i>RD-H10-5.8</i> <i>Evaluate the effectiveness of organization and format in fulfilling the purpose of a passage.</i>